

Campbell River's Teacher-Librarians: Library Assessment

In 2007, the teacher-librarians were involved in questioning whether the school libraries meet the standards recommended by the Canadian Association for School Libraries. We as teacher-librarians applied for a Collaboration for Growth Grant through the Core Pro-d Committee of the School District. During this professional development, it became evident that change was needed and that we needed to make it effective within our libraries. Our goal has been to have a collective voice to add our input into a new Library Policy for Campbell River School District. We met as a group six times to read articles and discuss "**Achieving Information Literacy: Standards for School Library Programs in Canada**" and we developed our own evaluation rubric based on our discussions and the readings from the book.

School District 72
Library Program Assessment

School: _____

Teacher-Librarian: _____

Date: _____

Vision

Campbell River School District libraries promote the development of independent, lifelong learners and readers. They emphasize the collaboration of all participants in education (students, teachers, administrators, parents) and focus on resource-based learning, using a wide variety of information sources and strategies.

Core Values

Libraries of Campbell River School District shall allow all patrons:

- access to the collection, resources and services of a teacher-librarian
- a friendly, stimulating, open and supportive learning environment
- opportunities to learn with a variety of resources and strategies within a flexible environment

Goals

- Goal 1: Provide appropriate staffing to implement an effective district-wide library program.
- Goal 2: That each school develop a site-based library committee consisting of classroom teachers, school administration and school teacher-librarian.
- Goal 3: Provide for more effective student learning through collaborative processes in planning, teaching, and assessment between the teacher-librarians and the teachers.
- Goal 4: Provide up-to-date library resources in a variety of formats and technologies to meet the diverse needs of all learners.
- Goal 5: Provide appropriate school library facilities and equipment and access to ICT to meet the learning and teaching needs of an effective school library program.

Teacher-Librarian skills	Self-assessment grid Professional Development and Training	1	2	3	4
Teacher-Librarianship Resource Management	<p>Collection Development</p> <ul style="list-style-type: none"> Evaluation & assessment of collection ie: books, periodicals, reference, non-print CD/DVD/video streaming e-books/ audio-books 	T-L needs support to complete a Collection Analysis and in knowing which materials to purchase.	T-L is beginning to use collection development tools that include a Collection Analysis, review journals, patron input and review websites.	T-L often uses collection development tools that include a Collection Analysis, review journals, patron input and review websites.	T-L always uses collection development tools and patron input to develop a balanced, current collection of print and non-print resources
	<ul style="list-style-type: none"> budget/financial management 	T-L needs assistance to manage the budget	T-L has a general understanding of the budget and financial management	T-L sets a budget and adheres to it.	T-L adheres to budget and is able to supplement the budget by locating additional sources
	<ul style="list-style-type: none"> use of library management system (LMS) Destiny 	TL displays little knowledge of the LMS and often needs support from others.	TL displays general understanding of the LMS. TL sometimes asks for support from others.	TL displays solid understanding of most components of the LMS	TL displays a solid understanding of all aspects of the LMS including Reports, Stats, etc.
	<ul style="list-style-type: none"> effectively organizes library materials resources/ layout of library accessible easy to locate attractively displayed 	T-L does not organize resources effectively.	T-L is beginning to organize resources effectively.	T-L usually organizes resources effectively.	T-L always organizes resources effectively.

Teacher-Librarian (TL) skills	The following is a self-assessment grid to help guide Professional Development and Training	1	2	3	4
<p>Technology and Media</p> <p>(All of the above depend on the availability of the technology in each individual school)</p>	<ul style="list-style-type: none"> • maintaining a library website • using interactive whiteboards • using digital camera • using and making podcasts • using blogs • knowledge of audiovisual equipment • using internet w teaching 	<p>T-L displays minimal knowledge and requires support to use current technology and media.</p>	<p>T-L displays growing knowledge and skills. T-L sometimes uses technology in appropriate learning situations.</p>	<p>T-L displays competent knowledge and skills. T-L often uses technology and media in appropriate learning situations.</p>	<p>T-L displays thorough knowledge and skill. T-L always uses technology and media appropriate to enhance learning situations.</p>
<p>Curriculum and Instructional Support</p>	<ul style="list-style-type: none"> • strengthening reading skills • developing student and teacher information lit • integrating current educational research • align practises to new IRP's • updating and ordering resources to new IRPs • co-operative planning with classroom teachers 	<p>Teacher-librarian displays minimal knowledge of current curriculum, instructional practices, and seldom provides the resources (material or instructional) to support student learning.</p>	<p>Teacher-librarian displays basic knowledge of curriculum and sometimes orders and gathers support materials, and is beginning to cooperatively plan with classroom teachers</p>	<p>Teacher-librarian is knowledgeable of up-to-date curriculum and practices and often applies this knowledge to support staff and students' learning.</p>	<p>Teacher-librarian is thoroughly knowledgeable of current curriculum and best practices and consistently supports all levels of student learning through ordering, planning and instructing for reading and information literacy.</p>

Teacher-Librarian skills	self-assessment grid Professional Development and Training	1	2	3	4
Leadership	<ul style="list-style-type: none"> T-L networking with colleagues 	T-L rarely offers support or cooperative time to teachers	T-L sometimes offers support or cooperative time to teachers	T-L usually offers support options or cooperative planning to teachers	T-L consistently offers support options and welcomes cooperative planning with teachers
	<ul style="list-style-type: none"> knowledge of current educational research 	T-L shows little interest in current educational research	T-L has some interest in knowledge of current educational research	T-L pursues knowledge of current educational research	T-L is capable of sharing their knowledge of current educational research
	<ul style="list-style-type: none"> knowledge of IRP's 	T-L has no knowledge of current IRPs	T-L has some copies of current IRP and shows some knowledge	T-L has copies of all current, school appropriate IRPs and shows knowledge	T-L has copies of all current, school appropriate IRPs and knows them well
	<ul style="list-style-type: none"> supporting school-wide instruction with appropriate learning resources (ie: websites, text, periodicals) 	T-L provides few resources	T-L provides a minimum number of resources	T-L provides an adequate number of good resources	T-L provides comprehensive number of excellent resources
	<ul style="list-style-type: none"> advocacy of literacy and library programs (Red Cedar, Battle of the Books, author celebrations) 	T-L rarely promotes literacy or library programs	T-L sometimes promotes literacy or library programs	T-L often promotes literacy or library programs	T-L actively promotes literacy or library programs
	<ul style="list-style-type: none"> supporting School Committees and being an effective member of the staff 	T-L rarely participates in school committees	T-L sometimes participates in school committees	T-L often participates in school committees	T-L forms and promotes a school library committee and participates in other committees

	<ul style="list-style-type: none"> uses District Library Services (ie: training, personnel, supplies,) 	Rarely	Sometimes	Often	Consistently to their advantage
	<ul style="list-style-type: none"> participates in Specialist Associations (CRDTLA, BCTLA, CLA) 	T-L rarely attends specialist association meetings	T-L sometimes attends specialist association meetings	T-L often attends specialist association meetings	T-L consistently attends specialist association meetings

Staffing					
Elementary Schools	School Size	1	2	3	4
Library Clerk	0 – 299 FTE Students	under 0.2	0.2 to 0.5	0.5+	1.0+
	300 - 499	under 0.5	0.5 to 1.0	1.0+	1.5+
	500 - 699	under 0.5	0.5 to 1.0	1.0+	1.5+
	700 - 799	n/a	n/a	n/a	n/a
Teacher-Librarian (time without additional teaching time)	0 – 299 FTE Students	under 0.2	0.2 to 0.6	0.6+	1.5+
	300 - 499	under 0.5	0.5 to 1.0	1.0+	1.5+
	500 - 699	under 1.0	1.0+	1.5+	1.5+
	700 - 799	n/a	n/a	n/a	n/a
Middle and High School		1	2	3	4
Clerk	500 to 699 FTE	under 0.5	under 1.0	1.0+	1.5+
	700 to 999 FTE	under 1.0	under 1.5	1.5+	2.0+
Teacher Librarian	500 to 699 FTE	under 0.8	under 1.0	1.0 +	1.5 +
	700 to 999 FTE	under 1.0	under 1.5	1.5 +	2.0+

Collaboration – Library/literacy committee	Goal 2: That each school develop a site-based library committee consisting of classroom teachers, school administration and school teacher- librarian.	1	2	3	4
1.	This is where we are unsure of the criteria necessary for this committee. Some guidance is needed.				
2					

Program	Goal 3: Provide for more effective student learning through collaborative processes in planning, teaching, and assessment between the teacher-librarians and the teachers.	1 Does not yet meet the standard	2 Minimally meets	3 Fully meets	4 Exceeds
1. Scope and Sequence of information literacy skills	Remembering that we are all part-time (This is being established this year so it cannot be evaluated at this point)	No established scope and sequence exists	Scope and sequence exists but is followed minimally	Scope and sequence exists and is followed	Comprehensive scope and sequence in place and is followed diligently
2. Book selection		Book exchange only during class library period	Reading and library exchange with minimal support in book choice	Some flexible scheduling is used along with established exchange period with guidance in supporting book choices	Open scheduling combined with book talks and exchanges with t-l support
3. Critical thinking	(Fits with Scope+Sequence)				
4. Reading Groups		No integration with reading programs	Some support offered reading programs	Reading programs supported with materials	Reading programs supported w materials and coop teaching
5. Cooperative teaching, planning and evaluating		No cooperative between teachers and TL	Some cooperative library programs between teachers and TL	programs include some coop.plan, teaching and assessment	integrated program including coop.plan, teaching and assessment

Information Resources CASL Standards	Goal 4: Provide up-to-date library resources in a variety of formats and technologies to meet the diverse needs of all learners.				
1. Print	Collection shall contain materials to support: <ul style="list-style-type: none"> • Core Curriculum • Reading programs • Hi-low vocabulary text • Canadian and international award winners (Governor General's Award, Red Cedar, Caldecott, Newbery) • Multicultural selections • First Nations • Reading incentive programs where applicable Collection Size – Top row 50 to 399 students, second row 400-999	Fewer than 4000 items	Minimum 4000 items or 20 per student	Minimum 6000 items or 30 items per student	Minimum 8000 items or 35 items per student
		Fewer than 10 000 items	Minimum 10000 or 20 items per student	Minimum 15000 items or 25 items per student	Minimum 25000 items or 30 items per student
2. CD Audio book/book combination and music CDs		0 to 20 titles	20 to 29 titles	30 to 59 titles	60 + titles
3. Cassette Audio book/book combination		0 to 20 titles	20 to 29 titles	30 to 59 titles	60+ titles
4. Video/dvd		Fewer than 100 titles through school or centralized collection	100 to 300 titles through school or centralized collection	300 to 399 titles through school or centralized collection	400 + titles through school or centralized collection
5. Electronic Databases	Electronic access to periodical, journal reference articles.	0	1	2	3+

5. Electronic/online Encyclopaedias		None	Free sources only	Free sources and one purchased	Free sources and 2 or more purchased
6. e-books		0 titles	1 to 5 titles	6 to 15 titles	15 + titles
7. Kursweil files (from e-books?) (Could be housed centrally)	Dependent on special needs numbers Student services will house some titles.	0 titles	1 to 5 titles	6 to 15 titles	16 + titles

Information and communications technologies	Goal 5: Provide appropriate school library facilities and equipment and access to ICT to meet the learning and teaching needs of an effective school library program.	1	2	3	4
Communication through ICT		<p>Students and teachers have no electronic access to each other and to contacts outside the school e.g. no e-mail, instant messaging, video conferencing.</p> <p>School library has no methods of electronic communication.</p>	<p>Students and teachers have limited electronic access to each other and to contacts outside the school e.g. e-mail only from limited number of workstations.</p> <p>School library has limited methods of electronic communication.</p>	<p>Students and teachers are provided with opportunities for curriculum/school-related email access</p> <p>School library ICT allows students and staff to communicate easily via telephone, fax, e-mail and messaging.</p> <p>The school library website provides information, access to online databases and links.</p>	<p>-Students and teachers are provided with opportunities for curriculum/school-related email access.</p> <p>-Students and teachers can communicate with distant locations via teleconferencing, videoconferencing, telephone, fax, e-mail.</p> <p>-The school library website provides access to automated library catalogue with online</p>

					booking, resources from students, comprehensive databases, school library information and links.
Computers workstations/ computer lab		No Computers	Circulation computer and catalogue search stations Older technologies	Circulation computer, catalogue search stations and close access to a computer lab	Attached computer lab with full class set of computers Presentation area with LCD projector(s).
LCD projectors white board or projection screens		0 available in the school blackboards only	1 available in the school blackboards and projection screen only	1 in the library white board in library teaching area	1 to use in the library, 1 or more for sign out white board and projection screen available in library teaching area
Digital photo/video Video Cameras Digital Cameras	This is dependent on the size of the school and the grade level	No digital photography tools available in the school	One digital still camera and one video camera available in the school	One digital still camera and one video camera available through the library as well as one of each available	Several digital still and video cameras available through the library

				elsewhere in the school	
Smart Boards (interactive white boards in the library)		0	0	1	1

Listening/viewing centres	No listening/viewing centre available No LCD projector	Listening/viewing centre available with limited equipment/older technologies	Listen/viewing centre with audio/video stations for 8-15 students with headphones and speaker devices Large screen TV monitor with cable connection and data projector for large group presentations, (screen may be an interactive white board)	Listening/viewing centres for 15+ students and equipment and space for large group viewing (1 or 2 classes) Data projector (screen may be an interactive white board) for large group presentations with access to school network and the Internet
Network access	Some internet access from individual work stations.	School library network only or limited access to school and school district networks	All computers in school library networked with access to school and district networks	School-wide, high speed access to all internal and external networks
Printers, scanners and peripherals	Limited printer access	Printer(s) not networked No access to scanners or other peripherals	Printer(s) networked on system Access to scanners and other peripherals available	Networked printers of various types. Ready access to high speed, high quality scanners and other peripherals

Production area (Middle and Secondary)	No production area	Access to a multi-media production area in the school.	Multi-media workstation(s) in a production area	Production area that includes: digital editing suite, multi- media stations, publishing stations, peripherals,
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<p>Library environment</p>	<p>An excellent school library has the following characteristics: (CASL and ATLC Achieving Information Literacy: Standards for School Library Programs in Canada)</p> <ul style="list-style-type: none"> • Barrier-free, flexible, functional facility of sufficient size, reflective student population and instructional program • Centrally-located, easily accessible to all users, encouraging frequent use • Aesthetically pleasing, safe interior design • Smooth traffic flow through all the areas, minimizing interruptions and distractions • Well-organized and readily accessible collection of print, non-print, and electronic informational sources • Production area for the preparation of students and teacher media and multimedia projects (middle and secondary) • Space for the evaluation, selection, acquisition, organization, preparation, circulation, storage, and maintenance of resources • Learning areas that can accommodate individuals, small groups, and large groups in diverse teaching and learning experiences • A flexible floor plan that can respond to changes in population, program, collection, staff, and technology • Clear sightlines for student supervision • Capacity for flexible utilization of equipment with ample electrical outlets, conduits, lighting control, and access to various data sources for information retrieval • Standardized, ergonomic, modular wall, storage, shelving, and seating units to maximize flexibility • Adequate security controls • Adequate acoustic provisions to facilitate multiple activities • Optimum natural and artificial lighting, temperature, and climate control conducive to multiple usage and materials preservation • Adequate and appropriate seating and furnishings in all work and study areas • Access to hallways and classrooms for ease of equipment delivery • Dedicated space for the technical services function of the school library program • Dedicated space for the educational functions of the school library program, especially resource-based teaching and learning • Access to adjacent computer labs • Display space for student projects, new resources and curriculum-related materials 				
		<p>1 Does not yet meet the standard</p>	<p>2 Minimally meets</p>	<p>3 Fully meets</p>	<p>4 Exceeds</p>
<p>Accessibility</p>		<p>Barriers and position in the school limit access</p>	<p>Partial barrier-free design Access limited</p>	<p>Barrier-free design Access to all</p>	<p>Barrier-free design Full access to all</p>

			to some physical locations, information sources and functions Not centrally located	physical locations, information sources and functions Centrally located for access to students, teachers and administrators	physical locations, information sources and functions Centrally located for access to students, teachers, administrators and the public
Administration		No teacher-librarian office is provide or access to a space in the school No workroom is provide	No teacher-librarian office is provide No workroom is provide	Teacher-librarian office is separate from workroom Open view of facility Contains desk, chair, networked computer, shelving, telephone, fax, and Internet	Teacher-librarian office is separate from workroom Open view of facility Contains desk, chair, networked computer, shelving, telephone, fax, and Internet Meeting space for cooperative program planning.
Catalogue		Books not catalogued	Card catalogue	Catalogue is automated and available through the WAN or as part of a central union catalogue. One dedicated computer workstation for catalogue access per 150 students	Catalogue is automated and available through the WAN or as part of a central union catalogue and through the World Wide Web. One or more dedicated computer workstation for catalogue access per 150 students
Circulation		No designated area	Designated area but manual circulation only	Designated area with computer workstation adjacent to entrance/exit	Designated area with computer workstation adjacent to an entrance/exit, reference area,

					teacher-librarian's office and library workroom.
Teaching Space		No classroom space in or adjacent to the facility.	Classroom space limited to less than one class	Instructional space in the main area of the facility for at least one class of students Flexible arrangement of furniture, adequate electrical outlets, wall screen, whiteboard, and easy access to resources	Instructional space in the main area of the facility for at least one class of students as well as a separate classroom sufficient for one class of students. Flexible arrangement of furniture, adequate electrical outlets, wall screen, whiteboard, TV cable, and easy access to resources
Conference/media room		No conference room for small group activities	Minimum of one conference room for small group activities but with limited amenities and flexibility	Minimum of one conference room for small group activities Acoustically treated, separate light controls, electric outlets, whiteboard and wall screen	Two or more conference rooms for small group activities with separate lighting, temperature, ventilation and humidity controls Acoustically treated with electric outlets, whiteboard, wall screen, Internet and LAN access
Display		No display area	Minimal display area	Functional and readily accessible display space located in area of high traffic visibility.	Functional, readily accessible, and highly visible display areas: bulletin boards, display cases, shelving
Entrance/exit		Entrance and exit are is the	Entrance and exit are	One double doorway for	One double doorway for

		same but and doorway is narrow	separate and doorways narrow	main entrance and exit Convenient flow of traffic Emergency exit as required by law	main entrance and exit Convenient flow of traffic Additional entryway to accommodate operation after normal hours if main building is closed Emergency exit as required by law
Individual study area		No individual study space	Individual space for less than half a class	Study space for 50% of a class	Study space for a full class
Seating (all seating available in the facility)		Accommodates less than half a class for either Elementary or Secondary.	Accommodates less than one class for either Elementary or Secondary with insufficient area for concurrent, multiple learning activities	Elementary Seating for more than one class or 10% of the student population whichever is greater Secondary Seating for two classes or 10% or the student population, whichever is greater Sufficient space for concurrent, multiple learning activities.	Elementary Seating for more than two classes or 12% of the student population whichever is greater Secondary Seating for more than two classes or 12% or the student population, whichever is greater Main space is subdivided by furniture and shelving into functional areas for concurrent, multiple learning activities.
Reading		No informal reading area	Limited designated informal reading area near fiction or periodicals section	Informal reading area in a relaxed setting with comfortable chairs and inviting space near fiction/	Informal reading area in a relaxed setting with comfortable chairs and inviting space, listening area with headphones,

				periodicals section	displays of current materials, and adjacent to the fiction/periodicals section.
Reference		No designated reference area	Limited access to standard print, non-print and electronic reference sources	Adequate access to standard print, non-print, electronic and digital reference sources Spacing and shelving sufficient to accommodate both print & electronic sources of information Located near the circulation area	Ready access to standard print, non-print, electronic and digital reference sources Spacing and shelving sufficient to accommodate both print & electronic sources of information Defined reference area with student seating and specialized equipment for electronic/digital information sources
Shelving		Inadequate shelving for storage, maintenance and display of library resources	Adequate but inappropriate shelving for storage, maintenance and display of library resources	Adequate shelving for storage, maintenance and display of all library resources	Appropriate and specialized shelving for the storage, maintenance and display of print, non-print, electronic and digital information sources to meet the immediate and future needs
Storage (AV and other)		No storage space	Limited non-secure space within or near the library,	Separate room adjacent to library with secured	All "fully meets" plus -Separate lighting,

				access, space for storage of large AV carts, deep shelving for smaller equipment and access to hallway.	temperature, ventilation and humidity controls
Teacher Workspace		No designated area for professional materials	Defined shelving for materials	Defined area for professional materials with table(s), chairs, electric outlets and equipment for previewing resources	Separate room for professional materials and group meetings with tables, chairs, electric outlets and equipment for previewing resources, and access to photocopier and the Internet
Comfort		Library is a dumping ground for old/mismatched furniture	Furniture is relatively old and mismatched but is comfortable and in good condition	There is some coordination apparent in library furniture. Furniture is in good shape and comfortable	Library furniture is comfortable, in excellent shape and is well coordinated.
Media Production (middle and secondary)		No access to media production	Access to limited media production in the school	A good media production area is available in the school and is near the library	Media production
Security System (Middle and Secondary)		No security system	Security system with gated access that inhibits traffic flow	Security system adjacent to entrance/exit and circulation desk Installed with gateless access	Security system adjacent to entrance/exit and circulation desk Installed with gateless access and is not intrusive and

					does not require staff intervention
Storytelling Area (Elementary)		No defined storytelling area	Area defined but lacks certain comforts	An area with comfortable seating for one primary class located adjacent to picture book area and possibly defined by low shelving	An area with comfortable seating for one primary class within the picture book area and defined by low shelving. Includes space for bulletin boards, displays, electric outlets, wall screen and facilities for puppet shows and dramatizations.
Heating and ventilation		No ability to adjust heating and ventilation	Ability to adjust temperature only	Ability to adjust temperature and ventilation	Ability to adjust temperature, ventilation and humidity

We recognize that this process is extensive and it will be ongoing and we will continue to re-address the rubric and update the rubric to meet the ever-changing needs of technology and various types of texts that are being introduced to the students of the 21st century.

If you were to set one goal for your library this term, what would it be? _____

If you were to set one goal in terms of district support needed, what would it be? _____

If you were to set one personal professional goal for the next year, what would it be? _____
